

State Systemic Improvement Plan Quarterly Update



DECEMBER 2016

Introduction

This newsletter has been developed to keep you, our stakeholders informed on what is occurring in Maine in regards to our State Systemic Improvement Plan (SSIP) and the work that Child Development Services (CDS) is doing in regards to serving our infants, toddlers and their families. This issue highlights key components of the SSIP and information development through reported Phases.



CDS SSIP Team Contact Information

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What is the SSIP?

The State Systemic Improvement Plan (SSIP) is a comprehensive multi-year plan that states have been required to develop with stakeholder input to ensure improved results for infants, toddlers and their families by the Office of Special Education Programs (OSEP). The SSIP development, implantation and evaluation has been broken out into three phases. A key process in the development of the SSIP was to determine our State Identified Measurable Result (SiMR).

What is Maine's Part C's SiMR?

Maine will increase the percentage of infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge and skills by the time they turn three or exit the program.

SSIP Timeline

Year 1 - FFY 2013
Phase I- Analysis
Data Analysis; <ul style="list-style-type: none">⇒ Description of Infrastructure to Support Improvement and Build Capacity;⇒ State-identified Measurable Result;⇒ Selection of Coherent Improvement Strategies⇒ Theory of Action
Year 2 - FFY 2014
Phase II- Development
⇒ Multi-year plan addressing: <ul style="list-style-type: none">– Infrastructure Development;– Support EIS Program/LEA in Implementing Evidence-Based Practices; ⇒ Evaluation Plan
Years 3-6- FFY 2015-18
Phase III- Evaluation and Implementation
⇒ Reporting on Progress including: <ul style="list-style-type: none">– Results of Ongoing Evaluation– Extent of Progress ⇒ Revisions to the SPP

In the development of Phase I and Phase II of the SSIP four strands of action/ broad improvement activities were developed to ensure that SiMR is accomplished.

In Phase I a **Theory of Action** was developed to address the four strands of actions; Professional Development, Data Collection and Reporting, Early Intervention Outreach and System Support.

Strands of Action	If CDS	then	then
Professional Development	... develops and implements a sustainable, comprehensive professional development plan for Maine's Early Childhood Care and Education	...infants, toddlers with disabilities and their families will receive high quality evidence-based services	
Data Collection and Reporting	...enhances the capacity of the state-wide data system to collect and report comprehensive data on child indicator results	...necessary data will be available for monitoring, evaluation, and improvement planning on child outcomes	...Maine will increase the percentage of infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge and skills by the time they turn three or exit the program.
EI Outreach	...increases public awareness and understanding of Maine's EI system	...an increased number of infants and toddlers will be referred and potentially identified at younger age	
System Support	...builds a sustainable EI workforce	...infants and toddlers will receive services from highly qualified professionals	

Theory of Action

Phase II a **Logic Model** was developed to provide a more in-depth plan on how the goals determined in the Theory of Action would be accomplished. You can review the complete Theory of Action and Logic Model at <http://www.maine.gov/doe/specialed/support/spp/index.html>.

Broad Improvement Strategy #1: Professional Development

If CDS develops and implements a sustainable, comprehensive professional development plan for Maine's Early Childhood Care and Education then infants and toddlers with disabilities and their families will receive high quality evidence-based services then Maine will increase the percentage of infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge and skills by the time they turn three or exit the program.

Strategies/Activities	Outputs	Proposed Initiation Date	Person(s) Responsible	Resources Needed	Outcomes	
					Short-Term	Long-Term
CDS will develop and provide trainings for practitioners and contracted providers that will focus on the components of RBEI, including the family ecology, needs assessment, intervention planning, support-based home visiting, and collaborative consultation to childcare	Annual (new staff) and refresher (veteran staff) trainings were developed	Currently occurring quarterly	EITA EIPM PD IT	Listing of dates of hire/ contract of EI practitioners	Participants master and implement training content (pre/post-test, fidelity checks)	Families will receive high quality evidence-based services (e.g., surveys, focus groups, part of exit process)
- CDS will provide annual trainings for new practitioners and contracted providers	- webinar - in-person - teleconference - live/recorded			Understanding of webinar/ module development	New staff receives timely training	Maine has detailed and accessible PD resources
- CDS will provide annual refresher trainings on RBEI to all Part C practitioners and contracted providers	Dates/locations of trainings			Administrative assistance		
	Format of trainings and participation			Database to track training participation		
	New training:					
	- Who participated: Number/ percentage of new staff, contracted providers, etc.					
	- Length of time between hiring and new training provided					
	Refresher:					
	- Number/percentage of staff, contracted providers					

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